



Lindsey Wilson College
Traditional Report AY 2022-23
Kentucky



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Antoniotti-Neal

PHONE

(270) 384-8135

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **[\(\\$205\(a\)\(C\)\)](#)**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

9

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: Portfolio & Action Research Project	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

Kentucky Education Professional Standards Board has determined ACT scores may now be used in place of basic skills test scores, if they meet ACT benchmark requirements. This is reflected in state reports.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="200"/>
Number of clock hours required for student teaching	<input type="text" value="455"/>

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
--

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

2

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

1

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

53

Number of students in supervised clinical experience during this academic year

30

Please provide any additional information about or descriptions of the supervised clinical experiences:

During the 2022-23 academic year, we had two full time faculty clinical supervisors, one adjunct faculty clinical supervisor and 53 cooperating teachers for the two semesters of clinical experiences for 30 student teachers.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	99
Subset of Program Completers	30

Gender	Total Enrolled	Subset of Program Completers
Male	26	5
Female	73	25
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1	1
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	97	28

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	1	1
No Race/Ethnicity Reported	0	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

What are CIP Codes?

No teachers prepared in academic year 2022-23

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	17
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	2
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	2
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	3
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="physical education"/>	<input type="text" value="2"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2022-23

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="17"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="2"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="2"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	2
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	3
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: <input data-bbox="289 1730 1256 1772" type="text"/>	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>

CIP Code	Academic Major	Number Prepared
54	History	<input type="text"/>
99	Other Specify: <input type="text" value="Physical Education"/>	<input type="text" value="2"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Education students spend three weeks completing their Practicum in a diverse school settings. The college provides transportation for this immersive experience. During the 22-23 school year, the EPP used data analysis of completers in their first year of teaching to determine candidates would benefit if the EPP moved the Practicum experience to a new site with higher levels of diversity experience. The EPP researched districts within an hour of the college and created a new partnership where candidates work in urban settings with larger ELL populations, work with students with a variety of disabilities (physical, mental, etc), visit specialized STEAM and GEO International schools, and are mentored by high-quality classroom and resource teachers. In 2022-23, the EPP continued collect, analyze and share data for the EPP recruitment and retention plan in order to respond to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. The

recruitment plan reflects data collected from partnering districts and the Kentucky Department of Education website and focuses on recruiting persons from underrepresented groups into areas of need by our local partners and building the teacher pipeline during this critical teacher shortage. The EPP continues working with district partners to building/strengthen teaching career pathways in local high schools to open direct lines of recruitment into our educator preparation program. The EPP employs one of our partnering district superintendents, a former Director of Special Education and an LWC alum, was hired to teach our Exceptional Learner course. The course focuses on preparing our students to provide high-quality instruction to students with disabilities. Data collected from students show an increase in student preparedness to create lesson plans and teach lesson plans that utilize differentiated strategies to instruct students with disabilities. Data also show an increase in their understanding of IEP and 504 plans. The data collected this year shows continued growth in student achievement in this area and student preparedness. All candidates in the fundamentals courses (EDUC 3413 – Fundamentals of Elementary and Middle Grades Education and EDUC 3403 – Fundamentals of Secondary Education) are required to tutor limited English proficient students in surrounding schools. Candidates are required to spend a minimum of 3 contact hours with their assigned student to create and implement strategies based on the student's needs and strengths and reflect on this experience in their field logs. A new faculty member was hired who specializes in Diversity, Equity, Inclusion and Belonging (DEIB) and multicultural education. This faculty provides professional development opportunities for pre-service candidates to address needs and any changes in this area. Additionally, differentiated instruction in the methods courses ensures lesson plans include instruction for Gifted & Talented Students. Tiered instruction is identified /planned in lesson and unit plan instruction across EPP courses. Strategies for those students with limited English (ELLs) and those students from low-income families are studied in multiple courses, including methods course, curriculum / methodology, and classroom management. Education candidates also participate in various service learning projects, and leadership project, with our area schools during which they work with students from all backgrounds. Each program has a specific curriculum contract that delineates the core academic subjects each pre-service candidate is required to take that align with the Kentucky Academic Standards and meet state and national standards in order to prepare them to teach core academic subjects. Lesson plans are required in methods courses to demonstrate content knowledge and application for each program and pre-service candidate.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The EPP recruitment plan for 2022-23 will use NSF grant funds to improve coordination among STEM and education faculty, ensuring STEM education curricula reflect current state standards and to implement new strategies and partnerships that will increase enrollment of STEM educators with a goal of 1-3 mathematics majors in the 2022-23 school year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The EPP used NSF grant funds to improve coordination among STEM and education faculty, aligned STEM education curricula to reflect current state standards and implement new strategies in course syllabi. This increased enrollment mathematics majors in the 2022-23 school year. The EPP worked closely with admissions and the First Year Experience (FYE) advisors to recruit and retain potential mathematics education candidates from the pool of freshman advisees. The EPP, in collaboration, recruited 1 mathematics major to the program in 23-24 for a total of 4 mathematics education majors.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The EPP will continue to utilize the recruitment and retention plan, strong partnerships with STEM faculty, NSF grant supplies and lessons learned from the collaboration to increase the number of mathematics education candidates enrolled and retained in the education preparation program.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The EPP recruitment plan for 2023-24 will continue to build upon momentum from NSF Capacity Building grant work to improve coordination among STEM and education faculty, ensuring STEM education curricula reflect current state standards and to implement new strategies and partnerships that will increase enrollment of STEM educators with a goal of 1-3 mathematics majors in the 2023-24 school year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The EPP will utilize feedback from the CAEP national accreditation visit in the fall of 2024 to increase enrollment of STEM educators with a goal of 1-3 mathematics majors in the 2023-24 school year.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

The EPP recruitment plan for 2022-23 will use NSF grant funds to improve coordination among STEM and education faculty, ensuring STEM education curricula reflect current state standards and to implement new strategies and partnerships that will increase enrollment of STEM educators. The EPP will seek to prepare 1-2 biology majors in the 2022-23 school year.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The EPP used NSF grant funds to improve coordination among STEM and education faculty, aligned STEM education curricula to reflect current state standards and implement new strategies in course syllabi. This increased enrollment biology majors in the 2022-23 school year. The EPP worked closely with admissions and the First Year Experience (FYE) advisors to recruit and retain potential biology education candidates from the pool of freshman advisees. The EPP, in collaboration, recruited 1 biology major to the program for the 2022-23 cohort.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The EPP will continue to utilize the recruitment and retention plan, strong partnerships with STEM faculty, NSF grant supplies and lessons learned from the collaboration to increase the number of biology education candidates enrolled and retained in the education preparation program.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

The EPP recruitment plan for 2023-24 will continue to build upon momentum from NSF Capacity Building grant work to improve coordination among STEM and education faculty, ensuring STEM education curricula reflect current state standards and to implement new strategies and partnerships that will increase enrollment of STEM educators with a goal of 1-3 biology majors in the 2023-24 school year.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

The EPP will utilize feedback from the CAEP national accreditation visit in the fall of 2024 to increase enrollment of STEM educators with a goal of 1-3 biology majors in the 2023-24 school year.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

[>> Assessment Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	1			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	12	179	12	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	17	174	17	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	17	172	17	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	12	171	12	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	17	166	17	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	17	168	17	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	11	169	10	91
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2022-23	17	166	17	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	17	170	17	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	10	171	10	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2022-23	17	163	17	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	17	164	17	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) Other enrolled students	4			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2022-23	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5857 -HEALTH AND PE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5047 -MIDDLE SCHOOL ENG LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5164 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2022-23	1			
ETS5169 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5440 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	1			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2022-23	4			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) Other enrolled students	1			
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2022-23	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5623 -PRINC LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	5			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2022-23	8			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	11	177	11	100
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	10	179	10	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All enrolled students who have completed all noncl	9			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	8			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2022-23	20	170	20	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	19	170	19	100
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) Other enrolled students	1			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2022-23	3			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5086 -SOCIAL STUDIES CONTENT & INTERPRETATION Educational Testing Service (ETS) All program completers, 2020-21	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	30	30	100
All program completers, 2021-22	30	30	100
All program completers, 2020-21	18	18	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

- b. use technology effectively to collect data to improve teaching and learning

 Yes

 No

- c. use technology effectively to manage data to improve teaching and learning

 Yes

 No

- d. use technology effectively to analyze data to improve teaching and learning

 Yes

 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

In 2022-23, the EPP hired an two adjunct professors with Master of Arts Degrees in Educational Technology to teach our Intro to Ed Tech courses in order to provide our students with the highest quality instruction and latest research. Preparation to meet the Kentucky Standard VI begins in the EDUC 2713 Introduction to Educational Technology course and is integrated into all education courses. Students in EDUC 2713 are given the option of becoming Google Certified by end of course, as many teachers are in our partnering districts. In-depth instruction technology used in teaching and learning is evident across the programs through syllabi, class assignment graded assessments, and stage assessments. Smartboards and projectors were removed and large screenTVs with Touch Screen technology were installed to train pre-service teachers to utilize technology that mirrored technology teachers are using daily in our district classrooms. In 2021-22, our EPP prepared students to effectively integrate technology into instruction by becoming proficient utilizing virtual learning platforms such as Zoom, Google Meet, etc. to create lessons in an online and hybrid format. Students were required to utilize a variety of technology tools to engage learners in a virtual setting collaboratively, individually, and requiring assessments at all levels. All professional preparation courses require students and instructions to integrate technology effectively in a variety of ways into curricula and instruction, as assessed by the lesson, unit, and other course specific rubrics. The EPP restructured the portfolio system, moving from Google Sites to Google Drive to provide students with the opportunity to demonstrate their proficiency in G Suite (data collected from partnering districts show this is what they want our students to be trained to use). Students are required to create lessons/units that incorporate a variety of proficient teacher and student use of technology, as indicated by the lesson plan/unit rubric provided in their portfolio documents. These plans are then housed in their portfolio for scoring. Students conduct an action research project during their student teaching placement where they plan a ten-day unit, teach the unit, collect pre

and post test data, analyze those data and present their findings to a committee of faculty and district partners. During this unit, students utilize the principles of universal design for learning (engagement, representation, and action & expression) as they apply a variety of learning strategies in their plans, provide accommodations and modifications and create and teach lessons that meet the needs of all learners, utilizing technology, as needed for research, data collection, analysis, sharing and presentation. In EDUC 4103 Measurement & Assessment, students collect, manage, analyze and present their findings on data at the classroom, school and district level in order to understand the process, the importance and the different types of data and analysis. The superintendent from another partnering district teaches this course and is well-trained in data analysis. CAEP accredited with no AFI's for technology use.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

The EPP prepares general education teachers to teach students with disabilities effectively in the following courses: EDUC 3403 / 3413 Fundamentals: Utilize pedagogical activities and strategies in a variety of settings appropriate for his/her major area(s); including the development and implementation of lesson plans sensitive to individual differences (diversity) of students by using differentiation techniques. EDUC 3123 Principles of Life Long Learning: Identify student diversity and connect the content to life experiences, plans instructional strategies that address objectives for all learners, fosters mutual respect. . through understanding of human diversity, collaborates to design instruction that will enhance learning for all students. EDUC 3143 Exceptional Learner: Explain the different forms of exceptionalities. Demonstrate an awareness, understanding and appreciation of cultural diversity. Demonstrate an understanding of the components of an IEP and how to conduct ARC meetings. Understand the legal role the regular educator plays with implementing a student's I.E.P. and/or modifications within the regular classroom setting. PHED 3142 Adaptive PE: Students will understand important concepts related to motor learning and control and explain the different forms of exceptionalities as they relate to Adapted PE. Students will develop a professional commitment enabling them to design motor learning principals for age and developmentally appropriate adapted physical education activities. Students will demonstrate understanding of the development of adapted physical education P-12 students/parents, physically, socially, cognitively, and developmentally. Students will be able to identify different types of Adaptive PE mainstreaming practices and use these in designing instruction. All candidates are required to provide research-based differentiated instructional strategies/ activities and assessment accommodations and modifications for students with disabilities in all methods courses through written lesson/unit plans (Implement instructions based on diverse student needs and assessment data). This includes not only students with IEP or 504 plans, but also the gifted and talented and cultural and ethnic diversity.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

The EPP prepares general education teachers to participate as a member of individual education program teams defined by IDEA in the following courses: EDUC 3143 Exceptional Learner: Explain the different forms of exceptionalities. Demonstrate an awareness, understanding and appreciation of cultural diversity. Demonstrate an understanding of the components of an IEP and how to conduct ARC meetings. Understand the legal role the regular educator plays with implementing a student's I.E.P. and/or modifications within the regular classroom setting. PHED 3142 Adaptive PE: Students will understand important concepts related to motor learning and control and explain the different forms of exceptionalities as they relate to Adapted PE. Students will develop a professional commitment enabling them to design motor learning principals for age and developmentally appropriate adapted physical education activities. Students will demonstrate understanding of the development of adapted physical education P-12 students/parents, physically, socially, cognitively, and developmentally. Students will be able to identify different types of Adaptive PE mainstreaming practices and use these in designing instruction. All candidates are required to take one of these professional preparation courses as part of their coursework. Each candidate is also required to provide research-based differentiated instructional strategies/ activities and assessment accommodations and modifications for students with disabilities in all methods courses through written lesson/unit plans: (Implement instructions based on diverse student needs and assessment data). This includes not only students with IEP or 504 plans, but also the gifted and talented and cultural and ethnic diversity. The EPP also provides professional development opportunities each year for candidates to learn about IEP and 504 plans from active classroom special education teachers.

c. Effectively teach students who are limited English proficient.

Pre-service candidates are required to spend at least 3 hours of observations/tutoring one on one with ELL students during clinical hours in a regular classroom. They are required to provide research-based instructional strategies/activities for these students during the following courses: EDUC

3403 / 3413 Fundamentals, EDUC 3523 Reading / Writing, and EDUC 3223 Reading P-5. Each candidate is also required to provide research-based differentiated instructional strategies/ activities and assessment accommodations and modifications for ELL students in all methods courses through written lesson/unit plans The EPP has collected completer data and is actively looking for ways to provide more intense, immersive field experience and ELL training with expert mentors. Evidence will be presented in the 2023-24 Title II report.

2. Does your program prepare special education teachers?

- Yes
- No

If yes, provide a description of the activities that prepare *special education teachers* to:

- a. Teach students with disabilities effectively

- b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

- c. Effectively teach students who are limited English proficient.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on October 22, 2018, and Lindsey Wilson College was granted Accreditation at the initial-licensure level as described in the Accreditation Action Report. At the February 11, 2019 meeting of the Education Professional Standards Board (EPSB), the report of the evaluation of the educator preparation provider and programs at Lindsey Wilson College was considered. The EPSB voted to continue accreditation of the Division of Education at Lindsey Wilson College. This accreditation decision indicates that the provider and its programs meet rigorous standards set forth by the professional education community. Both CAEP and the EPSB's findings were that Lindsey Wilson College met all the Standards from 1-5. The suggested areas of improvement for growth were in Standard 3: Candidate Quality, Recruitment and Selectivity, Standard 4: Program Impact, and Standard 5: Provider Quality Assurance and Continuous Improvement. The 2022-23 school year was a time of growth for the LWC EPP. The Kentucky Education Professional Standards Board allowed EPPs to accept ACT scores in lieu of the Praxis Core assessment. This provided many student entrance into the program who previously were denied based on barriers created by the cost of the required assessments. Our program enrollments doubled in many cases. We hired a PE/Health program coordinator, adding faculty to that program and a new P-5 faculty member to replace a member who had been at LWC for over thirty years. The EPP had received a joint National Science Foundation grant with the STEM faculty in order to build capacity in the mathematics and biology programs. This grant enabled the EPP to strengthen partnerships within and outside of the college, create a digital media campaign specific to the education program for biology and math, align the curriculum and increase recruitment and retention efforts through collaboration, increased public relations and outreach efforts, and implementation of innovative teaching pathways with district partnerships. In 2020-21, the EPP navigated the world-wide pandemic with the rest of the country. While schools shut down, went hybrid or virtual, the EPP trained faculty, staff and students to utilize a variety of learning platforms. The EPP tried a variety of platforms for optimal field experience opportunities, worked with district partners to provide support for districts, teachers and their students while still meeting state and national standards, rigorous curriculum for state-test prep, and providing for the unique needs of our diverse student population. While the year was challenging in many ways, the EPP found ways to be innovative in it's technology use, discovered creative ways in providing teaching opportunities, professional development opportunities, and collaborative opportunities using virtual platforms. The EPP gleaned many lessons from the challenges of the 2020-21 school year that include the importance of teamwork, innovation, and positive change. In 2021-22, the EPP retained many of the strategies learned from the pandemic era when the college returned to full-time, seated coursework. Technology enhancement was retained, while in-person field experience resumed. Pre-service teachers returned to the classrooms for immersive work with regular education students, special education students, ELL, parents, community members and representative agencies. Data collection indicated students were gaining more rich field experiences and deeper insight into the classroom environment and working with diverse populations by being in-person and then returning to seated classrooms to reflect with instructors. The EPP continues to work through the pandemic changes to retain quality reform. The EPP also continues work on it's recruitment and retention plan, targeting underrepresented groups and high-needs areas of employment.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Jennifer Antoniotti Neal

TITLE:

Director of Education

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Carlyn Causey-Meece

TITLE:

Data Manager